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ABSTRACT

This book address the underlying problems of teaching controversial subjects in the college and university history classroom. The volume criticizes both sides of the debate, rejects calls for a uniform, chronological history curriculum, and rejects the claims that only ethnic or racial 'insiders' are qualified to teach about their communities. The book offers rules of discussion by which sensitive issues can be discussed with diverse audiences, addresses the relationship of U.S. pluralism to a world perspective, and suggests what can be accomplished through an education in pluralism. The 16 chapters include: (1) "One Classroom: An Introduction"; (2) "Conflicting Views of the Classroom Revolution"; (3) "The Teacher's Pitch and the Student Audience"; (4) "Insiders and Outsiders"; (5) "The Colonizer and the Colonized"; (6) "The Uses of Comparative History"; (7) "Teaching a Racially Sensitive Subject"; (8) "On Understanding the South African Freedom Struggle"; (9) "Imperialism"; (10) "Nationalism and Racism: The Keywords"; (11) "Structures of Argument in African History"; (12) "The Other: The Problem of Authenticity"; (13) "The World Context of American Pluralism"; (14) "Learning in the Pluralist Classroom"; (15) "The Rules of Discussion"; and (16) "In Pursuit of Pluralism." (EH)

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